PEARL OF AFRICA FASHION ALLIANCE

Where creativity knows no bounds

THE STATE OF FASHION EDUCATION IN UGANDA 2025

Prepared by

PEARL OF AFRICA FASHION ALLIANCE

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POLICY BRIEF

The State of Fashion Education in Uganda 2025

A Call for Stronger Education–Industry Collaboration

The issue:

Uganda's fashion education system is producing talented students, but gaps remain between classroom training and the skills, experience, and opportunities the fashion industry requires.

Key findings:

- 95% of the curricula reviewed focus heavily on fashion design.
- Only 5% of the courses vetted covered a broader range of fashion-business subjects.
- The research identified concerns around accreditation, career development and industry integration.
- Many institutions have weak or outdated digital information about their programmes.
- Across the curricula reviewed, the overwhelming majority focused heavily on fashion design, while only a small proportion incorporated broader fashion-business subjects.

Why it matters:

Fashion education affects employability, entrepreneurship, business formation, skills development and Uganda's ability to build a competitive creative economy.

What PAFA recommends:

Stronger curriculum development, quality assurance, accreditation, industry partnerships, career development, internships, and systematic collection of graduate outcome data.

The proposed way forward:

To establish a structured, multi-stakeholder dialogue on fashion education and the transition from education to industry, bringing together government, educational institutions, industry, students, alumni, private-sector employers, and relevant sector organizations.

EXECUTIVE SURMMARY

Uganda's fashion industry is evolving, while significant gaps remain between fashion education and the changing needs of the industry.

Each year, fashion institutions across the country produce hundreds, if not thousands, of graduates. However, the majority enter the industry without the skills, exposure, or support required to secure employment, build sustainable businesses, or compete globally.

The State of Fashion Education in Uganda (2025) reveals a critical structural gap:

- **95% of curricula are focused on design**, leaving little room for business, technology, or industry integration
- **Among the institutions reviewed, accreditation was often unclear or not prominently disclosed, raising concerns about the recognition and comparability of qualifications.**
- **Career development is largely absent**, leaving graduates without clear pathways into the industry

This has resulted in a growing disconnect between education and opportunity, where talent exists, but systems fail to support it.

At the same time, many successful Ugandan designers are either self-taught or trained abroad, highlighting a lack of confidence in local education systems.

This is not just an education issue; it is an economic issue.

Without deliberate investment and continued improvement, Uganda risks:

- Losing talent to international markets
- Weakening its creative economy
- Failing to fully capitalize on the global growth of African fashion

The Pearl of Africa Fashion Alliance (PAFA) positions this report as a call to action for stakeholders across government, education, industry, the private sector and the wider creative economy.

Transforming fashion education is no longer optional; it is essential for:

- Job creation
- Industry growth
- Global competitiveness

The future of Uganda’s fashion industry depends on the decisions made today.

HIGHLIGHTS

Through our research, many points arose, however, the main key issues that were consistent were the four points listed below. Throughout the report, these areas are explored in detail, with some examples provided. The conclusion and recommendations section provides points on what fashion schools can do to further develop their practices and strengthen their position.

01 Curriculum

95% of the curriculum focuses heavily on fashion design

02 Accreditation

Most fashion schools do not have recognized accreditation

03 Non-functional websites

The majority of fashion schools do not have functional websites

04 Lack of Information

92% of the websites do not provide core information to help with decision-making.

Methodology

Uganda has over 135 districts. To begin our research, we split Uganda into 5 regions, namely: North, East, Central, Southern, and West. We then focused on each District within each of the regions.

Our research focuses on expanding the knowledge of the current fashion education scene through a process of data collection. Due to the kind of insights we sought to obtain from our research, we employed a mixed-methods approach. Our research is best classified as descriptive research.

We conducted individual searches on the Districts within each region of Uganda using Google because distance was a barrier to visiting every district to gather information.
Using Google, we created a spreadsheet for the various Districts in Uganda. We then individually searched for fashion schools within each District in the respective regions. Per the research method we employed, we experienced some issues in our search where there seemed to be an absence of fashion schools in certain districts. One of the insights we obtained through our use of Google was that the social media platform Facebook is popular for fashion schools. This pushed us to use the location filter on Facebook to help us look for fashion schools in these districts that showed no presence of such via our Google search.

We also conducted interviews with some of our network contacts from some of the districts that showed no online presence of fashion schools.

We did this to verify if there were truly no fashion schools in certain regions. With a research population of 25 different districts across Uganda, we came across 22+ fashion schools.
Most importantly, improving the standards of our education system creates a better.

However, we decided to focus on 10 fashion schools within Uganda, as these had somewhat of an online presence to help with our research.
One limitation that we faced during our research was the lack of online presence in some fashion schools across Uganda. Some of the websites were difficult to navigate and did not have enough information to properly understand what the schools have to offer.

From our findings, we discovered a significant number of issues with these fashion schools:

- The websites for the majority of the fashion schools have not been updated in months or years, and many of the links do not work.
- Numerous fashion schools' websites do not work.
- Most courses are focused on fashion design, and the majority of schools fail to mention accreditation for the courses
- Many fashion houses are posing as fashion schools.
- Social media pages of many fashion schools need revamping; they do not provide any information that would make it appealing to study at the school

Methodology

- Many fashion schools reviewed don't provide information about accommodation facilities or make provisions for international students. As such, if someone from a foreign country wants to study in one of these schools, they would be required to figure this information out on their own.

Stakeholder Discussions

Alongside the desk-based research, PAFA held a series of stakeholder discussions with participants drawn from Uganda's fashion and design ecosystem. The discussions involved five participants, including a fashion designer, an educator associated with a fashion and design institution, and other sector stakeholders.

The discussions were conducted over more than four meetings at Makerere Canteen and explored the relationship between fashion education and industry, including curriculum relevance, graduate preparedness, career pathways, industry exposure, and the broader development of Uganda's fashion ecosystem.

These discussions provided qualitative perspectives that complemented the broader desk-based research and helped inform the themes and recommendations presented in this report.

Scope and limitations:

This study is descriptive and exploratory rather than a census of all fashion education providers in Uganda. The research reviewed 10 fashion schools selected based on the availability of sufficient online information, following an initial search across 25 districts. The limited online presence of some institutions constrained the depth and comparability of information available. Findings should therefore be interpreted as an evidence-based snapshot of the sector rather than a complete assessment of every institution.

We need an equal balance. We have Numerous schools, yet very few recognized, accredited schools and courses.

Numerous Fashion Schools

Our study highlighted that Uganda has an overwhelming number of fashion schools and is not necessarily seeing the fruits of it. In Uganda alone, there are over 500 fashion schools. Spotlighting Kampala, for example, there are over 30 fashion schools in Kampala that offer solely fashion design courses.

With more international eyes on the African fashion industry, the outlook of the fashion industry has changed. As such, many fashion schools have emerged to meet the demand for fashion education across many African countries. Yet the ratio of successful fashion designers to fashion schools in Uganda is imbalanced.

In the country, we have the potential to birth many more established and industry-ready fashion entrepreneurs and professionals since every year the fashion schools in the country produce new graduates. It can be concluded that it is quantity over quality concerning fashion schools in the country. However, due to the limitations we faced in obtaining data for the research, we're unable to quantify the data concerning alumni success on the continent,

In Uganda alone, we have over 500+ fashion schools. There were many that we chose not to include in our research. There are over 30 fashion schools in areas around the central metropolitan district that offer fashion design courses alone. Thousands of students who have enrolled for fashion courses are enrolling for predominantly short courses and are leaving with no accreditation and potentially leaving without the necessary skills and knowledge needed for the industry.

Unrecognized Accreditation

South Africa and Kenya are both countries that lead by highlighting their accredited fashion courses within Africa, which are clearly stated on their websites. In Ghana alone, there are over 100+ fashion schools, and only 8 schools have recognized accreditations that are clearly stated on their websites.

Though fashion schools are abundant on the continent, their websites don't show their accreditation, so it's hard to decipher if they are accredited. With that being said, the websites of some schools here in Uganda clearly state that after the completion of a course, students graduate and receive a certificate of participation to verify that they have completed a course.

This is a concern because there is a possibility that thousands of students who have enrolled in fashion courses are enrolling in predominantly short courses and are leaving with no accreditation and potentially leaving without the necessary skills and knowledge needed for the industry. They may not be able to create and sustain fashion businesses, and many may not be equipped to take on professional roles within industries outside of design.

THE GRADUATE OPPORTUNITY CRISIS

Despite the increasing number of fashion schools in Uganda, a significant number of graduates face limited employment opportunities upon completion of their studies.

This challenge stems from three key gaps:

1. Skills Mismatch

Most graduates are trained primarily in design, yet the industry requires a broader range of skills including:

- Marketing and branding
- Retail and merchandising
- Production and supply chain management
- Digital and e-commerce capabilities

As a result, many graduates are unable to transition effectively into the workforce.

2. Lack of Industry Integration

There is minimal collaboration between fashion schools and the industry.
Internship programs, apprenticeships, and real-world project exposure remain limited or non-existent.

This leaves graduates with:

- No professional experience
- No networks
- No transition pathway into employment

3. Limited Career Awareness

Fashion education in Uganda has largely positioned design as the only viable career path, ignoring the broader fashion ecosystem.

This has created:

- Oversupply of designers
- Undersupply of critical roles (marketing, production, retail, media)

The result:
A growing population of talented but underutilized graduates.

KEY POINT

CAREER DEVELOPMENT NEEDS TO BE ENHANCED IN FASHION SCHOOL

Fundamental business acumen skills are usually not a priority when it comes to delivery. Additionally, there is little emphasis and attention given to career development in Uganda. There is a trend that most students want to be fashion designers, this boils down to having exposure to other jobs in the industry. Whilst the usual design subjects teach the usual career paths available within the industry, many are not mentioned, such as the following on the right:

2 & 3D Designers
Pattern Cutter
Start a Manufacturing Business
Fabric Buyer
Pattern Grader
Illustrator
Garment Technologist
Creative Director
Trend Forecaster
Product Manager
Production Coordinator
Show Production Coordinator
Retail Manager
Researcher

However, a lack of career development could prevent the industry from growing and reaching new heights. It's not enough to produce only designers. We need to consider how consumers will know whom to buy from if there is no marketing or press coverage. For this reason, we need marketers and publicists, we need journalists and publications, etc. Again, we need more distribution channels, such as physical retail stores and e-commerce platforms.

South Africa is doing a great job when it comes to fashion education

South Africa is doing a great job concerning the fashion education industry, the country is home to many leading fashion schools on the continent that offer an array of Bachelors and Masters programs.

After browsing through the websites of some of the fashion schools in South Africa, you will realize how detail-oriented the websites are.

First off, most of the fashion schools in South Africa have websites and an online presence. Most of the South African fashion school websites talk about their accreditations, and courses and provide in-depth information about their school, the facilities, the semesters, course content, faculty, and fees. In addition to being informative, what sets them apart is that their curriculum is more modern, and they incorporate other subjects. Stadio's School of Fashion and Design offers three Bachelor's degrees.

They have a course titled Bachelor of Commerce in Fashion which explores the following subjects:

Bachelor of Commerce in Fashion at Stadio, School of Fashion in South Africa Curriculum outline

1ST YEAR MODULES

- Business Studies & Management
- Marketing & Brand Management
- Consumer Buying Behavior
- Fashion Practice
- Trend Analysis
- Computer Literacy & Design
- Textiles & Fashion
- Financial Accounting
- Management

2ND YEAR MODULES

- Operations & Human Resources
- Management
- Business Statistics
- Marketing & Brand Management
- Consumer Buying Behavior
- Fashion Practice Trend Analysis
- Supply Chain Management
- Experiential Learning
- Company Law
- Microeconomics
- Macroeconomics

3RD YEAR MODULES

- Strategic Business Management
- Business Model Innovation
- Marketing & Brand Management
- Consumer Behavior & Sociology
- Consumer Behavior & Netnography
- Supply Chain Management
- Experiential Learning
- Project Management
- Industrial Psychology
- Merchandise Planning & Buying

9 AREAS OF OPPORTUNITY TO CONSIDER

1

STRENGTHENING THE APPLICATION PROCESS

Many fashion schools' websites do not provide clear information on their application process. From the onset, this can, unfortunately, deter people from wanting to apply for a course. Due to a lack of websites for some fashion schools in Uganda, it is hard to get information on what exactly to do if you are interested in a particular school. These schools should make sure the application process for the programs they offer is clearly stated on their websites. They should also make recommendations such as facilities for short-term stays, and if they offer long-term courses, make their student accommodation known to appeal to more people interested in their school.

2

CONSIDER TEACHING MORE THAN JUST FASHION DESIGN

Many fashion schools focus predominantly on fashion design, the most popular courses being fashion design, pattern cutting, garment construction, CAD, and fashion illustration. Very few schools teach fashion business. When it is taught, it is usually a few days or a week-long, and the information is also delivered on a very basic level. There are only 5% of the courses that we vetted that cover core subjects such as operations, retail, logistics, supply chain, sustainability, merchandising, law, finance, risk management, organizational structure, and marketing. This could be a cause for concern as we are not producing enough skilled professionals and entrepreneurs, which fundamentally slows down the development of our industry and economic growth. People are leaving programs without the necessary skills to thrive.

Being able to sew is not just enough. Fashion schools should focus on other sectors of fashion because people may be interested in other areas such as m-commerce. The design sector cannot accommodate everyone, and the other subjects of fashion should be explored to help grow our industry. Fashion educators across the country should include a wider range of options for courses to study and pick from so that the fashion industry can grow holistically.

3

INTELLECTUAL PROPERTY & CREATIVE OWNERSHIP

Fashion education should prepare students not only to create, but also to understand and protect the value of what they create.

A fashion student may graduate with original designs, a brand name, illustrations, photographs, patterns, or other creative works, yet may have limited knowledge of how ownership and intellectual property apply to these assets.

What happens when a young designer creates something original but does not know how to protect it?

How can emerging fashion entrepreneurs build valuable brands if they do not understand ownership, protection and commercialization?

Intellectual property education should therefore become part of broader fashion and design training. Students should be introduced to relevant areas including copyright, trademarks, industrial designs, brand protection, ownership, licensing and commercialization of creative works.

This knowledge can help graduates move beyond simply producing fashion products to understanding how creativity can become a protected and sustainable economic asset.

Strengthening IP awareness within fashion education would also create opportunities for closer collaboration between educational institutions, industry, government agencies and organizations working in intellectual property and creative-sector development.

4

DEVELOP FUNCTIONAL WEBSITES AND KEEP THEM REGULARLY UPDATED

Unfortunately, there are many non-functional websites when it comes to fashion schools in the country. In addition, many of the schools do not have websites. The few that do have websites have not been updated in a while and do not contain adequate information about the school, courses, faculty, accreditation, and fees.

Having a website for a fashion school is critical for making a good first impression because it is frequently the first point of contact that people have with the school. As a result, the school website influences the school's overall image and reputation, which can lead to more admissions. With that being said, for fashion education in Uganda, the baby steps count, and working on the websites of fashion schools is what we are advocating for as the Pearl of Africa Fashion Alliance to improve the outlook of the fashion education system on the continent.

5

FACEBOOK PAGES SHOULD NOT BE PRIORITIZED OVER WEBSITES

Apart from the fashion schools within the Southern sections of Africa, the fashion schools located in the other regions of Africa generally have more functional Facebook pages than websites.

According to StatCounter as of May 2021, 57.8% of Africa's population is connected to Facebook. The platform itself is known to be popular amongst people on the continent. This could imply that the schools with solely Facebook Pages find it easier to reach their target audience. Fashion schools should make it a priority to have functional websites to cater to people who do not have access to Facebook and to ensure the right level of information is provided.

6

SOCIAL MEDIA IS A POWERFUL TOOL THAT SHOULD BE UTILIZED EFFECTIVELY

Facebook and Instagram are two popular platforms used in Uganda to engage with people, build a brand, and increase a brand's visibility.

Over 40% of the fashion schools across Uganda have accounts across various social media platforms. As much as these fashion schools have a large social media presence, their accounts do not provide adequate information to build their brand. Some of the issues with the social media pages include:

- Poor quality pictures
- Link to websites that don't work
- No correlation between posts to the services they provide
- Errors in captions
- Wrong use of hashtags

7

EDTECH SHOULD BE CONSIDERED, IT IS THE NEXT BIG THING IN EDUCATION

The fashion industry is constantly evolving and to keep up to date on the continent, we need to align with the current macroeconomic trends. EdTech (Educational Technology) provides learners with the opportunity to attend fashion school from the comfort of their own homes or anywhere. EdTech, in fashion, would make skills and knowledge more accessible, thus closing the gap. People often question whether it is possible to teach technical topics in fashion, and the answer is yes, it is possible. Many designers on the continent have established their brands through the power of YouTube. Priscilla Okpan, a fashion designer originally from Nigeria but based in the UK, is the founder of Kim Dave Designs. She has spent many years teaching fashion design on YouTube and has over 400,000 subscribers and many testimonials.

There are countless social media content creators on TikTok, Instagram, Facebook, and YouTube finding innovative ways to share knowledge.

Fashion schools in Uganda should consider incorporating this within their strategies to attract more awareness from potential students, in addition to furthering the development of current students. Another advantage of EdTech is that it provides flexibility within the curriculum. We are aware that the fashion industry changes rapidly, and education is often known to not meet these changes when needed. By incorporating EdTech, this could meet the demands required by the industry.

8

MANY SUCCESSFUL DESIGNERS ARE SELF-TAUGHT OR GO ABROAD TO STUDY FASHION

Designers have often been pushed to study abroad due to an outdated curriculum and a lack of opportunities within the courses. The PAFA has spoken with 10 designers, and the top 3 reasons they mentioned as to why they studied abroad were the following:

- Curriculum was outdated
- No work experience opportunities
- No supportive resources

We spoke to 6 self-taught designers during a focus group who said they were self-taught through attending online classes and using YouTube. When asked why not attend a short course at their local fashion school, many of the responses were similar and came down to the fact that there was a lack of brand awareness, recommendations, and information provided, which did not make them feel comfortable enrolling in a course.

We should develop schools with high standards to not only attract our local talent but also international talent. This all contributes to economic growth and employability opportunities.

9

FOCUS ON CREATING A STRUCTURE BEFORE DEVELOPING NEW SCHOOLS AND COURSES

With an increased spotlight on the Ugandan Fashion industry, more Ugandans are enthusiastic about venturing into the industry because there is potential for growth. As such, many people are investing in the industry, and this has led to the establishment of more fashion schools across the country. The Country does not need any new fashion schools that are at the same level as the majority of the schools today. Fashion schools should consider innovating their offerings and forming structures. The motive for setting up a fashion school should not be about profit but merely having an interest in seeing people learn about the various aspects of fashion. It should also be about developing successful students and courses, working to raise the standard of the Ugandan fashion industry.

CONCLUSION AND RECOMMENDATIONS

For us to make necessary changes within our fashion education system, we need to begin by carrying out internal audits. This is vital as it will help to understand the performance, the success rate of students leaving fashion school and getting employment opportunities or setting up businesses and students' satisfaction. It is also crucial for leadership in these schools to have a core understanding of the macro environment, understand industry trends, and ask more questions; are we meeting the industry needs and demands, are we preparing our students for the jobs of the future, will they be able to scale their businesses from a local to an international level? Can we attract international talent to study with us?

The core recommendations from this report are the following:

- Many fashion schools must update their curriculum
- Many fashion schools must update their website and social media pages continually
- Many fashion schools must ensure their website includes core information such as dates, fees, entry requirements, teaching methods, resources available, course overview, and faculty
- Work on getting recognized accreditation
- Investing in marketing and branding is essential
- Integrating quality assurance into practices is essential
- Documenting their activities and surveying students to keep records of data

The next report to follow this will be ''Improving the Standards of Fashion Education in Uganda: What to Consider''

ECONOMIC IMPACT ANALYSIS

The quality of fashion education in Uganda has a direct impact on the country's economic growth.

A weak education system produces graduates who are underprepared, limiting their ability to:

- Build sustainable businesses
- Create employment
- Contribute meaningfully to the economy

Conversely, a strengthened fashion education system can transform the sector into a major economic driver, contributing to job creation, exports, and investment attraction.

By Improving Fashion Education, Uganda Could Boost Its Economy:

1. **Job Creation**: Improved fashion education equips graduates with skills beyond design, such as marketing, production, and retail management. This diversification creates job opportunities in various roles, including:

- Fashion designers, illustrators, and garment technologists.
- Retail managers and trend forecasters.
- Publicists, marketers, and brand managers.
- E.T.C

2. **Entrepreneurship Growth**: With better training, more graduates can start their businesses, creating jobs and fostering innovation. Access to entrepreneurial courses and mentorship can lead to the development of unique, globally competitive brands.

3. **Export Potential**: Improved education leads to higher-quality products, making Ugandan fashion more appealing internationally. This can boost exports, helping the country earn foreign exchange and strengthening its trade position.

4. **Tourism**: A vibrant fashion industry can attract tourists through fashion weeks, exhibitions, and events showcasing Ugandan talent. This promotes cultural heritage while contributing to the economy.

5. **Attracting Investment**: An improved fashion education system can attract international investors interested in tapping into Uganda's growing fashion sector. Investors are more likely to support industries with skilled workforces and innovative potential.

The economic opportunities outlined above represent potential areas of impact that could be strengthened through improved fashion education; this report does not attempt to quantify their current economic contribution.

CALL TO ACTION FOR STAKEHOLDERS

Transforming fashion education in Uganda requires urgent, coordinated action.

This is not the responsibility of one institution; it is a national priority.

The Pearl of Africa Fashion Alliance calls on all stakeholders to move beyond discussion and take measurable, strategic action:

To drive meaningful change in Uganda's fashion education, all stakeholders must take coordinated and strategic actions:

- Government:
  - Provide financial incentives and grants to schools seeking to gain accreditation and modernize their facilities.
  - Develop and enforce policies to ensure curriculum standards align with global industry needs.
  - Foster public-private partnerships to develop structured internship, apprenticeship, and industry-placement frameworks for fashion students.

- Private Sector:
  - Collaborate with fashion schools to provide hands-on training, internships, and real-world project opportunities.
  - Sponsor scholarships and competitions to nurture emerging talent.
  - Invest in setting up fashion incubators and accelerators to support start-ups.

- Educational Institutions:
  - Update curricula to include diverse career paths, modern technology, and entrepreneurial skills.
  - Build partnerships with international institutions for knowledge sharing and faculty training.
  - Establish mentorship programs and alumni networks to support career development.

- International Organizations:
  - Provide funding for cross-border collaborations and the development of e-learning platforms.
  - Facilitate exchange programs to expose students and educators to global best practices.

- Students and Alumni:
  - Actively participate in shaping curriculum improvements by providing feedback.
  - Leverage networking opportunities to build relationships within the industry.
  - Advocate for quality education and act as ambassadors for Ugandan fashion globally.

FROM CLASSROOM TO INDUSTRY

Bridging Fashion Education and Industry

The findings of this report point to a clear need for stronger connections between fashion education and the industry. Students need opportunities to understand the realities of the profession before they graduate, not only through classroom instruction, but through direct engagement with industry practitioners.

In response, the Pearl of Africa Fashion Alliance (PAFA) proposes the From Classroom to Industry initiative.

The initiative will engage 10 fashion and design institutions and provide graduating students with practical mentorship on areas that are often insufficiently covered within standard curricula, including:

- The Business of Fashion
- Intellectual Property and Brand Protection
- Career Development and Industry Readiness
- Entrepreneurship and Professional Practice
- Industry Opportunities, Networking and Collaboration

The initiative is intended to complement, rather than replace, the work of fashion educators and institutions. Its purpose is to create a stronger bridge between what students learn in the classroom and what they encounter in the professional environment.

PAFA proposes to work with educational institutions, government agencies, industry practitioners, development partners, and other stakeholders to develop a practical implementation roadmap for the programme.

The objective is simple: to help students move from classroom learning to meaningful participation in Uganda's fashion industry.

PAFA'S CONTRIBUTION TO THE WAY FORWARD

The Pearl of Africa Fashion Alliance serves as an industry platform working to coordinate stakeholders and bridge the gap between Uganda's fashion education and industry

PAFA's role includes:

- Advocating for standardized and accredited fashion education
- Facilitating partnerships between institutions and industry players
- Supporting talent development through mentorship and capacity-building programs
- Driving policy engagement to position fashion as a key economic sector

Through this report, PAFA not only identifies challenges but also actively shapes solutions.

A PROPOSED PATH FORWARD

The findings of this report highlight the need for stronger collaboration between education, industry, government, and other stakeholders. PAFA proposes the following actions as practical starting points for strengthening fashion education in Uganda.

Five Actions for Strengthening Fashion Education in Uganda

The State of Fashion Education in Uganda 2025 highlights the need to strengthen the connection between education, industry, and the wider creative economy. PAFA proposes the following actions as practical starting points for stakeholder collaboration:

1. Convene a National Fashion Education Dialogue
Bring together government, fashion and design institutions, educators, industry practitioners, students, alumni, private-sector employers and relevant agencies to review the findings of this report and establish shared priorities for improving fashion education.

2. Strengthen Education–Industry Partnerships
Develop structured partnerships between fashion institutions and industry players to provide students with internships, mentorship, apprenticeships, industry visits and practical exposure before graduation.

3. Promote Curriculum and Career Development
Encourage institutions to complement technical design training with subjects and experiences in fashion business, entrepreneurship, marketing, digital skills, intellectual property, production, retail and other career pathways within the fashion ecosystem.

4. Launch "From Classroom to Industry"
PAFA proposes engaging 10 fashion and design institutions to mentor graduating students on the realities of the industry, including the business of fashion, intellectual property, career development, and professional practice. The initiative will provide a practical platform for students to connect their classroom knowledge to industry opportunities.

5. Establish an Ongoing Fashion Education Working Platform
Create a mechanism through which education providers, industry, government, and other stakeholders can share information, identify emerging skills needs, monitor graduate outcomes, and continuously improve the education–industry connection.

PROPOSED IMMEDIATE NEXT STEPS

Following the release of this report, PAFA proposes to:

1. Present the findings
Present the report to relevant government, education, industry, private-sector and creative-sector stakeholders.

2. Convene an initial stakeholder dialogue
Bring together education, government, industry and private-sector stakeholders to review the findings and identify priority areas.

3. Finalize the 10 institutions
Identify and confirm the institutions for the From Classroom to Industry pilot.

4. Develop an implementation framework
Agree on partners, activities, timelines, responsibilities and expected outcomes.

5. Establish a monitoring mechanism
Document student participation, industry engagement and graduate outcomes to inform future interventions and subsequent editions of the report.

A Shared Responsibility

PAFA does not propose these actions as a criticism of fashion educators or institutions. They are an invitation to collaborate.

Uganda already has talented students, committed educators, and a growing fashion industry. The opportunity before us is to connect these strengths more effectively.

The goal is simple:
Better Education. Better Opportunities. A Stronger Fashion Industry.

Pearl of Africa Fashion Alliance (PAFA)
Bridging Fashion Education and Industry

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